

## RECOMMENDATIONS FOR ACADEMIC STAFF

1. There should be no discrimination against any student in any disability group. An emotional approach towards disabled students, preferential treatment in exams, and exemption from some academic studies or courses are within the scope of positive discrimination. Positive discrimination is also an attitude that should not be taken. The important thing is to equalise the services and opportunities offered by the lecturer to the student and to include our disabled students and other students in teaching under equal conditions.
2. Orientation activities can be organised to introduce the school and its facilities to disabled students who are new to the Institute/Faculty/Vocational School. In this study, information about the physical condition and facilities of the school, the immediate environment, education program, extracurricular activities, and school rules can be included.
3. Students with disabilities who will use the online education system during the periods when online education is necessary should be informed about the system in advance. Students should be notified and guided on notes shared in the online education system, course links, etc.
4. Care should be taken to ensure that classes are held on the ground floor or in classrooms accessible by lift for students with physical disabilities,
5. Students should be given lecture notes before the lectures, especially visually impaired and hearing-impaired students,
6. For the visually impaired, it may be preferable to provide lecture notes on a flash drive, CD, etc. Lecture notes can be sent by e-mail depending on the student's request.
7. Instructors should be able to allow disabled students to use a voice recorder with permission.
8. Visually impaired students should be seated in the front rows of the classroom. If there is any visual content in the lectures, it should be taught by distributing it to the students in embossed form in advance. Whenever possible, the lesson should be explained with concrete examples.
9. If there are visually impaired students who use Braille, the lesson should be taught slowly.
10. When lecturers present their lectures with the help of slides and there are students with low vision in their classes, their slides should be written in large fonts, the text and the background should be in contrasting colors, and handwriting should not be used.
11. Instructors who have hearing-impaired students in the classroom should speak with their faces facing the students. While writing something about the subject on the board, the

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instructor should not tell anything other than what he/she will be writing on the board since his/her face will not be facing the students. When the student wants to take notes about what the lecturer says, he/she will turn his/her gaze away from the lecturer's lips and turn to the notebook. When he/she draws his/her gaze back to the lecturer's lip movements, he/she will miss a few sentences. Therefore, the lecturer should explain the lesson more slowly, the student should be seated in one of the front rows, and the lecturers should give the lecture notes to the students before the lesson starts.

12. Within the scope of the applied courses, the lecturer of one of our disabled students who takes the workplace practice / experience course should be informed about the disabled student.
13. "From the Presidency of the Council of Higher Education: Regulation on the Health Conditions to be Required in Examination Practices for Disabled Individuals and Disabled Quotas - Additional Time Assistance ARTICLE 6-  
(<https://www.resmigazete.gov.tr/eskiler/2022/03/20220308-13.htm>)
  - (4) In the exams to be held for passing the course in higher education institutions, the additional time to be given considering the exam content such as graphics, drawings and open-ended questions cannot be less than 15% and more than 30% of the total duration of the exam. In higher education entrance exams conducted by ÖSYM and special aptitude exams conducted by higher education institutions, this period is determined by the institution conducting the exam, provided that it will not be less than 15% of the total duration of the exam.
  - (5) The additional time to be given for each exam is determined and announced in advance by the examining institution according to the content and total number of questions of the exam."
14. For students with visual and hearing impairments, instructors may conduct exams with the help of computers.
15. Care should be taken not to use pronouns (this, there, as seen, etc.) during lectures for the visually impaired.
16. Students with disabilities should be informed about changes such as class time and exam place. The relevant information should be sent as a message to their mobile phones or e-mail addresses.
17. Exam calendars and venues where exams will be held should be determined by taking into account the disabilities of students with disabilities (physical disabilities, etc.).
18. If necessary, readers and scribes can be assigned from research and teaching staff. However, one should ensure that these assigned persons will not act emotionally. The reader/writer should be someone determined by the instructor in charge of the course, not the student.
19. It is essential to assist students with disabilities by taking into account the disability status of the student in exam practices.

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20. The necessity of assisting disabled students with auxiliary materials and devices in exam applications should be determined in advance.
21. There should be no positive discrimination when evaluating exams.
22. Institutes, Faculties and Vocational School disability unit representatives and lecturers of the courses should be in contact and share information about disabled students.
23. The OSTİM Technical University Directive on Education, Training and Examination Practices for Disabled Students should be kept in mind.
24. In order to help disabled students with academic, social and psychological problems, the Disabled Student Unit Representatives, the Disabled Student Unit Coordinator, the Guidance and Psychological Counselling Unit and the Student Affairs Department should be contacted.